

English Language Arts Gap Analysis—Grade: 6

Grade: 6	Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>)	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
READING STANDARDS FOR LITERATURE					
Key Ideas and Details					
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partial <input type="checkbox"/> Does not	
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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6. Explain how an author develops the point of view of the narrator or speaker in a text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Integration of Knowledge and Ideas					
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. (Not applicable to literature)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Range of Reading and Text Complexity					
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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needed at the high end of the range.					
READING STANDARDS FOR INFORMATIONAL TEXT					
Key Ideas and Details					
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5. Analyze how a particular sentence, paragraph, chapter, or section fits		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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	into the overall structure of a text and contributes to the development of the ideas.	___ No		___ Does not	
6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about Montana American Indians.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
Integration of Knowledge and Ideas					
7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
8.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Include texts by and about Montana American Indians.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about Montana American Indians.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
Range of Reading and Text Complexity					
10.	By the end of the year, read and comprehend literary nonfiction in	___ Full ___ Partial		___ Fully ___ Partially	

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the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		___ No		___ Does not	

WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
a. Introduce claim(s) and organize the reasons and evidence clearly.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
d. Establish and maintain a formal		___ Full		___ Fully	

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style.		<input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Provide a concluding statement or section that follows from the argument presented.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use appropriate transitions to clarify the relationships among		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		<input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully	

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as dialogue, pacing, and description, to develop experiences, events, and/or characters.		<input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Provide a conclusion that follows from the narrated experiences or events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Production and Distribution of Writing					
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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or trying a new approach.					
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

Research to Build and Present Knowledge					
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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SPEAKING AND LISTENING STANDARDS					
Comprehension and Collaboration					
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Come to discussions prepared, having read or studied required		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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<p>material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		<p>___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p>		<p>___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p>	
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		<p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does not</p>	
3. Delineate a speaker's argument and specific claims, distinguishing		<p>___ Full ___ Partial</p>		<p>___ Fully ___ Partially</p>	

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claims that are supported by reasons and evidence from claims that are not.		___ No		___ Does not	
Presentation of Knowledge and Ideas					
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

LANGUAGE STANDARDS

Convention of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
a. Ensure that pronouns are in the		___ Full		___ Fully	

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proper case (subjective, objective, possessive).		___ Partial ___ No		___ Partially ___ Does not	
b. Use intensive pronouns (e.g., myself, ourselves).		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
c. Recognize and correct inappropriate shifts in pronoun number and person.*		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
2. Demonstrate command of the		___ Full		___ Fully	

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conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.		<input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Knowledge of Language					
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No	
Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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in context or in a dictionary).					
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Interpret figures of speech (e.g., personification) in context.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un-wasteful, thrifty).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	